

Panel 1 Meeting Minutes - 7/30/20

Start: 3:00 pm

Panelists: Sarah Whitman Geldart, Kenann McKenzie, Lisa Gurdin, Andria Gross, Miriam Fein, Igor Golger, Ilya Rifkin, Lisa Wisman Weil, Ola Ozernov-Palchik, Lijia Li

Attendees: Amie Lindenboim, Jamie Yadoff, Susan Leipman, Lucy Florman, Jennifer Doggett

1. Approved minutes for 7/23/20 meeting

2. Presentation on Focus Area 1- Miriam Fein

- Prioritizing students for in-person school (i.e., students with high needs and other students)
- Ensuring **accessibility** of remote learning for all students
- **Supporting** all students with remote learning
- **Maximizing learning** in both synchronous and asynchronous modes
 - **Key Evidence-Based Instructional Elements and Practices** (Knowledge-rich curriculum, purpose of learning, checking for understanding, feedback, collaborative learning, self-regulated learning)
 - **Synchronous sessions** (Small groups, active responding, mini-whiteboards, response cards, hand signals, ‘Think Time’ with chat feature, Exit tickets) and tools such as (Socrative, Desmos, Breakout rooms in Zoom, Small group or individual check-ins via office hours or scheduled times)
 - **Synchronous sessions - synchronous/asynchronous hybrid sessions** (Teacher provides 10-15 min live overview lesson; Students hop off-line to watch a video or complete a task, Return to group for whole group feedback and wrap-up)
 - **Asynchronous assignments**: Embed pause points in videos/screencasts, a quiz task for readings, text-based chat discussion, audio feedback; and tools including *flipgrid*, *edpuzzle*, *activelylearn* and *insertlearning*).
- **Minimizing stress/anxiety** during transitions between in-person/remote learning
 - Clearly describe the details of in-person and remote learning so that students and families know what to expect using a graphic or matrix. (Physical set-up, Learning activities, Safety, Expectations, help)
 - Plan activities that are similar across in-school and remote and function to maintain peer- to-peer and teacher/student connections (Morning meeting format in-school and remote for k-4, Social times, Frequent individual teacher/student check-ins, Lunch bunches with friends)
- Offering **specials** (art, PE, music) in new ways

3. Discussions:

- Ola: Smaller groups require more teachers? More creative ways to solve this problem: centralize the resources, and divide synchronous vs
- Lisa: timely feedback from multiple channels (with multiple kids in a household); a closed loop of feedback

- Kenann: Communications in different ways: short videos, teacher recorded voices instead of long emails
- Ola: application of Zoom breakout rooms in remote learning.
- Kenann: platforms decided by district last Friday: Seesaw (K-2), Google classroom (3-5), CANVAS(6-12)
- Ilya: Zoom

4. Presentation on Focus Area 2 – Supporting Diverse Learners: Sarah

- Universal Recommendations to Support Equity and Access for Students with Identified Needs (Sarah)
 - Proactively Provide Targeted, Individualized Support
 - Data-Based Decision Making
 - Continue Supporting Staff Development in High Quality Family Engagement
 - Consider the Equity of Fiscal Policies
- Recommendations Specific to Students with IEPs (Ola)
 - Teacher Support and Development (virtual coaching/PD, protect special ed teachers)
 - Testing: digital assessments
 - Instruction and Delivery
 - Family support (written, video, consultations etc)
 - Challenges for In-Person Learning Recommendations Specific to English Learners (Masks prevent visibility of a person's mouth and processing of visual cues)
 - Transition Planning for IEPs
- Recommendations Specific to ELs
 - Teacher Support and Development
 - Testing: EL screening & progress monitoring
 - Instruction (comprehensive input, leverage home language)
 - Family support (culture/language liaison, parent connections)
 - Challenges for In-Person Learning Recommendations Specific to English Learners (Masks prevent visibility of a person's mouth and processing of visual cues)
- Recommendations Specific to Underserved Populations (Sarah)
 - Consider Additional Engagement and Outreach
 - Connections to PSB and Community Resources and Services
 - Access to Technology and Other Learning Aids
- Inclusion Framework in a Hybrid Learning Environment (Lisa W)
 - When considering which cohorts of students are prioritized for in-person instruction keep in mind that learning needs to take place in the least restrictive environment and alongside peers
 - Student cohorts should include diverse groups of learners
 - Make sure remote class meetings times are scheduled when students with and without IEPs are able to attend together
 - General education and special education teachers coordinate on scheduling

- Continue to offer push-in services and small group offerings (e.g., “lunch bunch”) in the hybrid environment where children with and without IEPs can learn and socialize together.
- Recommendations Specific to In-Person Instruction

5. Discussion:

- Lijia: perhaps move Slide 18 (wearing masks prevent Els from learning language clues) to “Recommendations Specific to Els” session
- Miriam: online assessment (screening) to students
- Lisa W and Ola: prioritizing cohorts for in-person learning: considering differentiated needs

Q&A from attendee Lucy Florman: recordings public? Yes.

6. Recommend attending the Remote Learning Task Force Meeting at 9:30 on Friday.
Next week: meet on Thursday

Adjourned 4:35